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ABSTRACT

This study is considered to have been designed as an experimental plan for upper elementary grades with the hope that it would be tried, revised, expanded, and improved upon. Two factors are stressed: communication with children in the affective domain, and drawing upon resources and people from the children's immediate environment. The length of the ethnic studies unit is eight weeks, one topic per week. Class periods are 30-40 minutes daily, with the fifth day used for review and summary. The model unit is Italian culture. The contents of the unit include introduction, language, geography, music, art, literature, dance, fashion, clothes, crafts, religion, holidays, foods, Italians past and present, and the culmination - Festa Italiana. Each weekly unit is described in terms of a series of objectives and activities for those objectives. The unit is expected to be field-tested in East Detroit and other Southeast Michigan schools in 1975. It is stressed that the material in this document is in a working stage form. (Author/AM)

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ELEMENTARY UNIT IN ITALIAN ETHNIC STUDIES

(This unit was developed by teachers as part of Teacher Workshop training program offered at the East Detroit Resource Center established by the South East Michigan Regional Ethnic Heritage Studies Center through a Title IX ESEA grant.)

Developed by: Susan Simerville
George Roberts
Violet Oulbegian

East Detroit School District

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South East Michigan Regional Ethnic Heritage Studies Center

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Detroit, Michigan 48202

The unit will be field-tested in East Detroit and other Southeast Michigan schools in 1975. This material is provided to teachers and curriculum specialists in a "working stage" form. A "Feedback" sheet is attached. Any reactions by educators who have read and/or used this material would be appreciated. Please send to:

Paul Travalini
Southeast Michigan Regional
Ethnic Heritage Studies Center
71 E. Ferry
Detroit, Michigan 48202
313/872-2225

Additional copies may be obtained at above address.

Preface

Our experience has shown that many children are unaware of their own ethnic origins and uninformed about the contributions and values of ethnicity in our society. This study has been devised as an experimental plan for upper elementary grades with the hope that it will be tried, revised, expanded, and improved upon. In order to give the instructor a wide range of choices, we have tried to provide an abundance of resources and suggestions. Perhaps this plan can become a useful model for further inquiry into other ethnic cultures in this rapidly-shrinking community of nations in which we live. Conceivably, too, it might inspire an exploratory investigation into an ethnic unit for early elementary grades.

From the beginning, we were in unanimous agreement on two important premises: first, that we wished to communicate with children in the affective domain, i.e., through their senses as much as possible; and secondly, that we wanted to draw upon resources and people from the children's immediate environment, i.e., East Detroit, Detroit, and Macomb County.

We wish to express our appreciation to the following persons, who have shown a genuine interest in this project and given us guidance and support--Mr. Fred Ioanou, from the Southeastern Michigan Regional Ethnic Heritage Studies Center, Mrs. Joseph Impastato, and Miss Bridget Gioria.

Susan Simerville, Pleasantview Elementary School

George Roberts, Warrendale Elementary School

Violet Oulbegian, Kantner and Pleasantview Elementary Schools

Introduction

Title: Elementary Ethnic Studies.

For: Upper elementary grades.

Length: 8 weeks, one topic per week.

Class period: 30-40 minutes daily with the 5th day used for review and summary.

Model unit: Italian culture

Contents

Week I - Introduction, Language, Geography

Week II - Music, Art, Literature, Dance

Week III - Fashions, Clothes

Week IV - Crafts

Week V - Religion, Holidays

Week VI - Foods

Week VII - Italians, Past and Present

Week VIII - Culmination: Festa Italiana

Week I - Introduction, Language, Geography

Objectives

1. Students hear Italian language-nuances, inflections.
2. Students learn a few key phrases.
3. Relate Italian to English.
4. Relate Italian to other Romance languages.
5. Locate Italy on map-note shape and topography.
6. Climate-relate to products.
7. Chief cities.

Activities

1. Try speaking Italian-with resource person, with records.
2. Listen to records-spoken and/or seeing.
3. Create short play in Italian,
4. Use Italian dictionary--display names of objects in classroom in Italian.
5. Look up similar words in other Romance languages. (French, Spanish, Latin).
6. Map-making.
7. Keep a notebook of commonly used words and phrases.

1. Language records.
2. Dictionaries.
3. Visit Bonaldi's---8 Mile-Kelly---for Italian newspapers, greeting cards, etc.
4. Travel posters from Alitalia ~~Italian~~ Airlines.
5. Use enclosed Italian pronunciation chart.
6. For Italian classes of any kind: Italian Cultural and Community Center, 19800 Frazho Road, Roseville, Mich. Contact John Soave, 526-2831.
7. Ferruccio Serdoz, editor of La Tribuna del Popolo, 30635 Dequindre, Madison Heights, Mich., 48071. Telephone-583-9040.
8. Mr. Vittorio Re, Acting Italian Consul in Detroit, 1900 Executive Plaza, 1200 Sixth St., Detroit, Mich. 48226. Telephone-963-8560.

H in Italian is never sounded

J is pronounced like English 'y'

R is rolled when it ends a syllable, when it is doubled, or when preceded by another consonant.

S between 2 vowels as in rose (Italian: rosa); accompanied by consonant or beginning of a word, like search (Italian fresco, meaning fresh)

SC before e or i like sh in shake
scena (scene)--sheh-nah

SCH like 'sk' in school

T-Breath flow is stopped by closing the teeth on the top of the tongue, so that 't', especially when doubled, sounds like 'd'/
tratta (pull)--traht-dah

Z in beginning or middle of word has soft sound of 'ds'
Lazaro (Lazarus)--lahd-sah-ro

Z in front of i followed by another vowel sounds like 'z' in chintz
zio (uncle)--tsee-oh
grazia (grace)--graht-see-ah

ZZ is usually pronounced like 'ts'
pizza--peet-sah

Words in every day use
(parole d'uso comune)

beautiful	bello
book	libro
bread	pane
child	bambino
church	chiesa
city	citta'
cold	freddo
daughter	figlia
day	giorno
father	padre
half	mezzo
high	alto
house	casa
low	basso
mother	madre
people	gente
school	scuola
son	figlio
sweet	dolce
time, weather, season	tempo
warm	caldo
way, road	via

Days of the Week
(Giorni della settimana)

Sunday	domencia
Monday	lunedi
Tuesday	martedi
Wednesday	mercoledi
Thursday	giovedi
Friday	venerdi
Saturday	sabato

Months of the year
(mese del'annaio)

January	gennaio
February	febbraio
March	marzo
April	aprile
May	maggio
June	giugno
July	luglio
August	agosto
Septembdr	settembre
October	ottobre
Novemeber	novembre
December	dicembre

Numbers	Numeri
1	uno
2	duo
3	tre
4	quatro
5	cinque
6	sei
7	sette
8	otto
9	nove
10	dieci
11	undici
20	vente
21	ventuno
100	cento

Common Words and Expressions

good-bye	arrivederci
well	bene
hello	buon giorno
good evening good afternoon	buono sera
good	buono
bad	cattive
How are you?	come sta?
the spaghetti	gli spaghetti
thank you	grazie
coffee	il caffe'
ice cream	il gelato
the soup	il minestrone
I don't understand	non capisco
please	per favore
I beg your pardon	scusa
yes	si
Mr.	signor
Mrs.	signora
Miss	signorina

Objectives

1. Students will sing in Italian, listen to Italian music, study the lives of Italian composers.

Activities

1. Sing songs in Italian:
   "Torna a Surriento" accompany with piano, accordian or a guitar.

   "Santa Lucia" accompany with piano, accordian, guitar, or autoharp.

   "Bela Bimba" accompany with piano, accordian, guitar or autoharp.

2. Listen to records:
   Listen to Bela Bimba on Record no. I.

   Listen to La Brandolina on Record no. VIII, (and sing in English.) Add tambourine to singing.

   Listen to Sofia on Record no. I and sing in English. Add tambourine.

Resources

(Refer to Italian Pronunciation Guide from previous week.)

1. Sheet music enclosed for "Torna a Surriento," "Santa Lucia," and "Bela Bimba," with text transliterated into English and chording for instruments.

2. Suggested instruments: piano, accordian, guitar, autoharp, tambourine.

3. Music Textbook Series: Making Music Your Own (Silver-Burdett)
   Book 6, p. 16 for "Bela Bimba" with recording on record no. I.

   Book 4, p. 172 for "La Brandolina" with recording on record no VIII.

   Book 6, p. 14 for "Sofia" with recording on record no. I

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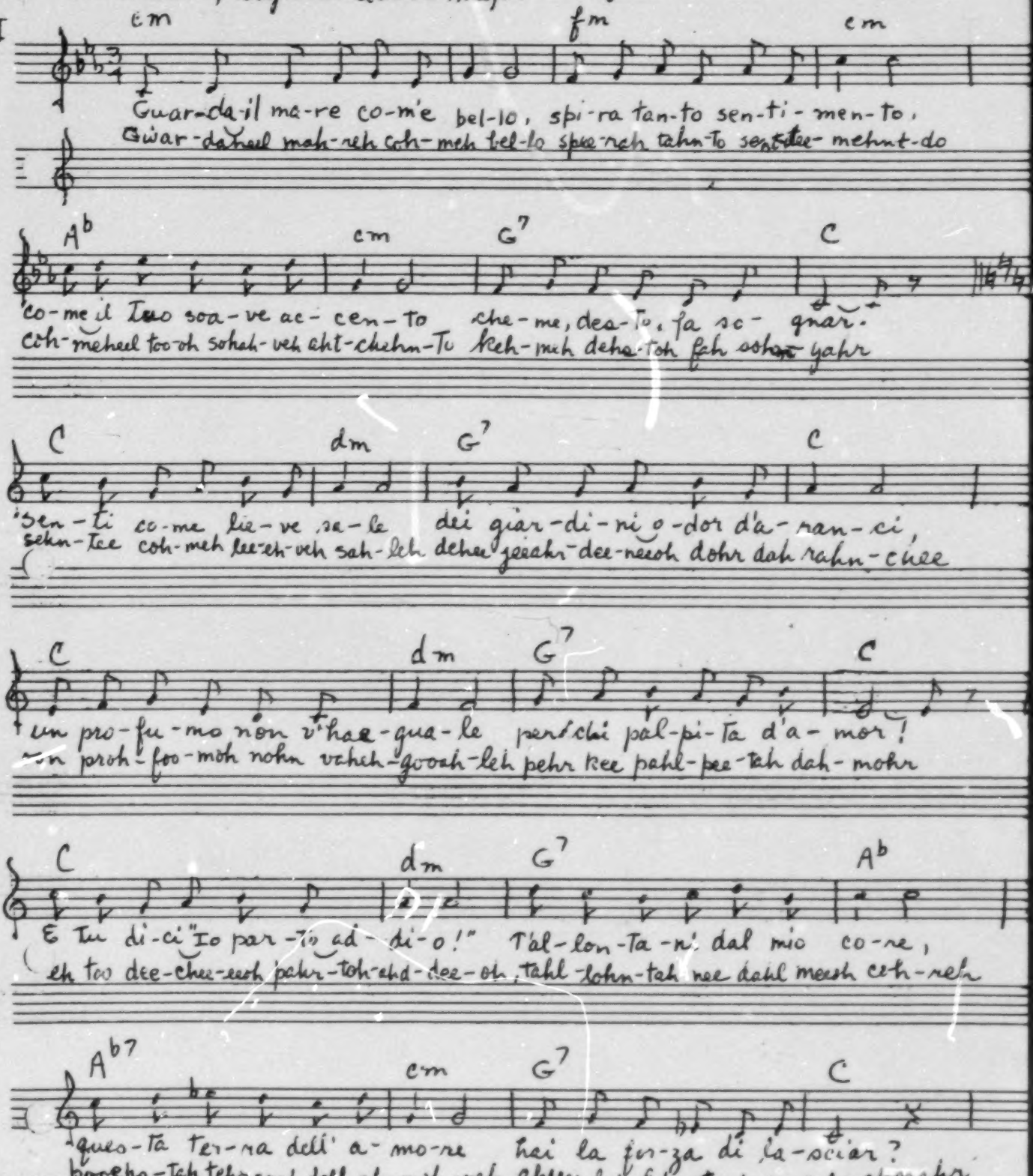
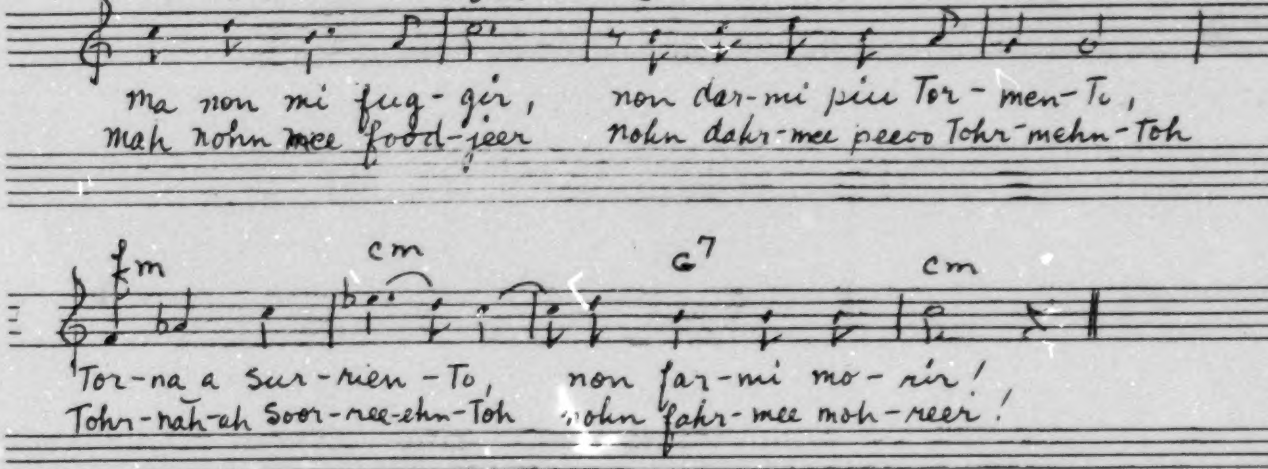
TORNA A SURRIENTO

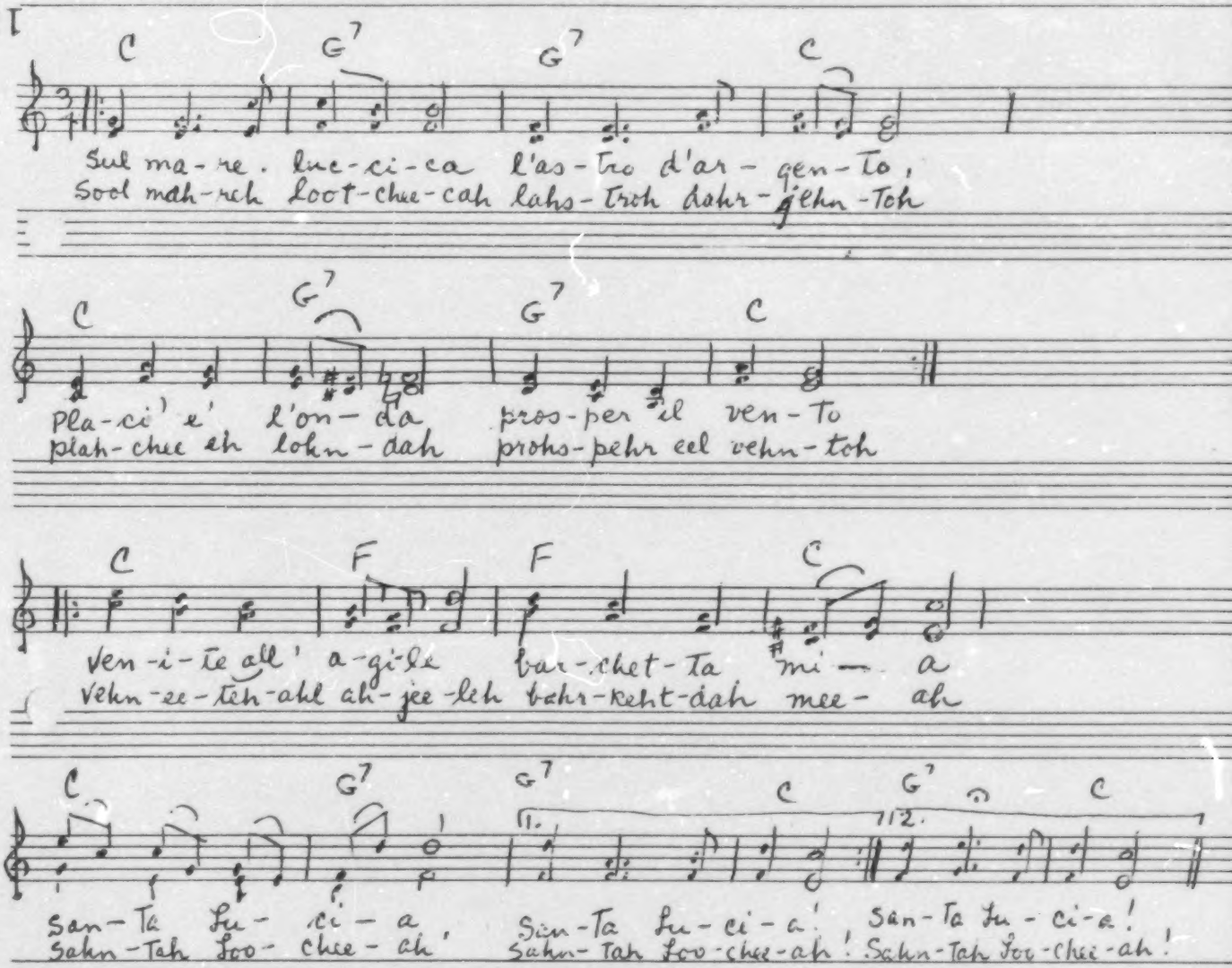
Ernesto de Curtis

(Chords above staff for piano, accordion, or guitar)
m = minor, capital letter = major




ma non mi fug-gir,
mah nohn mee food-jeer
non dar-mi più Tor-men-To,
nohn dahr-mee pee-oo Tohr-mehn-Toh
fm
cm
G7
cm
Tor-na a Sur-rien-To,
Tohr-nah-ah Soor-ree-ehn-Toh
non far-mi mo-rir!
nohn fahr-mee moh-reer!

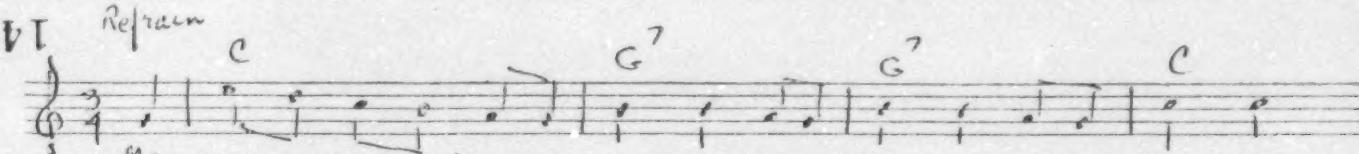
SANTA LUCIA

Italian Folk Song

13
C G7 G7 C
Sul ma-re. luc-ci-ca l'as-tro d'ar-gen-to,
Sool mah-reh loot-chee-cah lahs-troh dahr-jehn-toh
C G7 G7 C
pla-ci' e' l'on-da pros-per il ven-to
plah-chee eh lohn-dah prohs-pehr eel vehn-toh
C F F C
ven-i-te all' a-gi-le bar-chet-ta mi-a
vehn-ee-teh-ahl ah-jee-leh bahr-keht-dah mee-ah
C G7 G7 C G7 C
1. 2.
san-ta lu-ci-a, san-ta lu-ci-a! san-ta lu-ci-a!
sahn-tah loo-chee-ah! sahn-tah loo-chee-ah! sahn-tah loo-chee-ah!

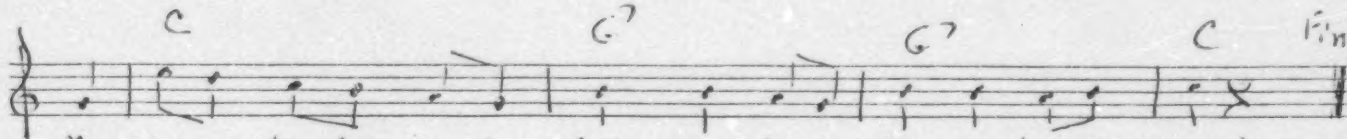
BELA BIMBA

Trieste Folk Song

VI Refrain

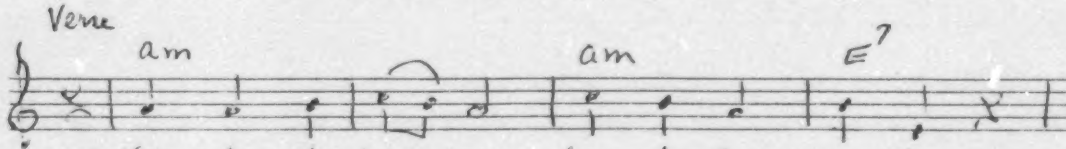


Ma co-me ba-li be-la bim-ba, be-la bim-ba, be-la bim-ba,
Mah coh-meh bah-lee beh-lah beem-bah,

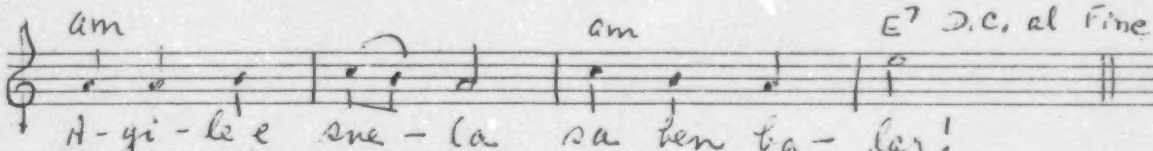


Ma co-me ba-li be-la bim-ba, be-la bim-ba ba-li ben!

Verse



1. Var-da che pa-sa la vi-la ne-la,
Vahr-dah keh pah-sah lah vee-loh neh-lah,
2. ~~Dan-sa al ma-te-ne, dan-sa al-la se-ra,~~
Dahn-sah ahl mah-tie-noh, dahn-sah ahl-lah seh-rah,



A-gi-le e sne-la sa ben ta-lar!
Ah-jee-leh-eh sneh-lah sah behn tal-lahr!
Sem-pre le-ge-ra, sem-bra ve-lar!
Sehm-preh leh-jeh-rah, sehm-brah veh-lahr!

Objectives	Activities	
	3. Look up the biography of Gioacchino Antonio Rossini (1792-1868). Listen to recording of aria from opera, "Barber of Seville." Look up meaning of opera, also, opera buffa. Listen to recording of Rossini's "Overture to William Tell."	4. From elementary school library, refer to Study Guide to World Book Encyclopedia. 5. For reference to Rossini, see Making Music Your Own textbook, Book 3, p. 15, with recording of aria from "Barber of Seville" on Record no. I. Local school AV record library for "Overture to William Tell."
	4. Look up the biography of Norman Della Joro (1913-).	6. For reference to Della Joio, see Making Music Your Own textbook, Book 4, p. 168, with recording of the composer speaking on Record no. VIII.
	5. Field trips to opera performances: See Piccolo Opera Co., Marjorie Bordon, mgr. See Music Hall Calendar in downtown Detroit. Michigan Opera Co.--check Detroit papers. (Michigan Opera Theater, 350 Madison Avenue, Detroit, Michigan 48226.	

Objectives	Activities	
2. Students will look at Italian painting, sculpture, and architecture.	1. Look at Italian art illustrations in library art books. 2. Field trip to Detroit Museum of Art. 3. Look up lives of Italian artists: Buonarroti Michelangelo (1475-1564) Leonardo da Vinci (1452-1519) Sanzio Raphael (1483-1520) Giott di Bondone (1276-1337) Sandro Botticelli (1447-1510) 4. Look up the life of the great Renaissance patron of the arts: Lorenzo de Medici (1449-1492)	1. The Rainbow Book of Art, by Thomas Craven. 2. Famous Artists of the Past, by Alice Elizabeth Chase. 3. Refer to Study Guide to World Book Encyclopedia.

Objectives	Activities	Resource
	5. In architecture look for illustrations of cathedral of St. Mark, Uffizi Palace, Leaning Tower of Pisa, Sistine Chapel, St. Peter's Church in Vatican City, Tomb of Lorenzo de Medici	
	6. Make model of Roman Colosseum.	
3. Students will read stories about Italy and Italians.	1. Read The Adventures of Pinocchio by C. Collodi (MacMillan) Favorite Fairy Tales Told in Italy by Virginia Haviland (Little, Brown) The Marble Fountain by Valenti Angelo (Viking) Italian Children by Mabel O'Donnell (Row, Peterson) The First Book of Italy by Sam and Beryl Epstein (Franklin, Watts) Looking at Italy by Rupert Martin (Lippincott) My Village in Italy by Sonia and Tim Gidal (Pantheon) Italy by George Kish (Fideler) See and Say by Antonio Frasconi (Harcourt, Brace) This Is Rome by M. Sasek (MacMillan)	
4. Students will learn an Italian dance.	1. Learn to dance a Tarantella	Mrs. Vita Bennenuti Telephone: 778-0919

Week III--Fashions, Clothes

Objectives	Motivations	Activities	Resources
1. To develop an awareness of traditions in an ever changing world.	1. Display the Italian doll in national dress from the East Detroit Media Center. 2. Have a bulletin board depicting various Italian's style of dress.	1. Have an introductory discussion of traditional clothing styles of ethnic groups the children might be aware of. Example: Green for the Irish, Mexican sombrero, and so-on. 2. In addition to the first discussion, have the children explain how and why a tradition is carried on for generations. 3. A major area of fashion is the Italian shoe industry. Have catalogs showing the various styles of shoes. 4. Have an East Detroit shoe repair man visit the class and explain the process of shoemaking. Or, if all possible, visit a local shoe repair shop. 5. If you have a resource person in your class of Italian descent, have them bring in a traditional dress of Italy.	1. Book-Creating Children's Costumes by Suzy Ives. 2. From the East Detroit Media Center you can obtain an Italian doll (13½') in national dress and Italian bracelets. 3. View any of the following filmstrips for changes in Italian styles. East Detroit Media Center. a) 2423 People in Roman Times 2438 Life in Ancient Times 2917 Living in Italy 3369 Italy 1559 Italy 1321 Italy 3283 Italy 3419 Italy

Week III--Fashions, Clothes

Objectives	Motivations	Activities	Resources
		6. From encyclopedias, National Geographics, Italian broch, have the children design an Italian costume, Using the book, Creating Children's Costumes from Paper and Card by Suzy Ives will be helpful in designing and making the costumes. 7. Have the boys and girls put on a fashion show at the end of the week.	4. Contact one of the following East Detroit Shoe Repair Shops. a) East Detroit Shoe Repair 21310 Gratiot. b) Quality Shoe Service 17534 9 Mile c) Sam Shoe Repair Service 21553 Kelly d) Masi Appearance Shop--Concourse-Eastland Center. 5. For further information on Italian fashion you can write to: a) Centro Romano per l'Alta Moda Italiana Via Quattro Fontane 15 Roma, Italy b) Centro di Firenzo per la moda Italiana 10, Lungarno Acciaoli Firenzo, Italy c) Gloria World of Fashion

Week IV--Crafts

Objectives	Motivations	Activities	Resources
. To develop an awareness of skills and talents performed by a specific group of people.	1. Dispaly on a map of Italy, their products and crafts.	1. Discussion on what craft is and how it effects people's lives	1. Parents of the children.
2. To allow the children to perform a skill or a talent.	2. From parents, Italian clubs, and individuals, have original pieces of Italian crafts and articles.	2. Study the various crafts made by Italians.	2. Fanny's (leather) 23367 Schoenher.
		3. Violin is an Italian craft. A professor from Michigan University will come to a classroom and show how a violin and cello is made. Mark Schwartz 637½ Main St. Ann Arbor, Michigan.	3. Art teacher, of your school, to help in making wire sculptures.
		4. Tandy's Leather will come to your classroom and show how the leather is used in crafts.	4. Get booklets or pamphlets on Italian cars from local car dealers. Also, you can write to: a) Fiat Motor Company, Inc. 500 Fifth Avenue New York 36, New York LO-57034
		5. Have a mother come in and work with the girls in learning embroidery.	5. A teacher or class can also write to the following address to get information on trade concerning Italy. a) Italian Commercial Consul 551 Fifth Avenue Suite 2001 New York 17, N.Y. Phone: Oxford 7-3944 Cables (Italian Commission)
		6. Discuss and have booklets to show the Italian cars. Ferrera-Mazart	
		7. Divide the class into groups, one to work on	

Week IV--Crafts (cont'd)

Objectives	Motivations	Activities	Resources
		Italian car models, another group to work with leather crafts, a third group works on embroidery, an additional group could do steel sculptures (representing the steel industry and art) and if possible, a group could do some craft with glass.	b) Chicago Italian Trade Commissioner 59 East Madison St. Suite 1691 Chicago 3, Illinois Phone: Dearborn 2-3940 Cable-Italtrade

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Week 7- Religion and Holidays

Objectives	Motivation	Activities	Resources
1. To make children aware of the religion and holidays of Italy.	1. Display posters, books on holidays.	1. Have pupils find their "name" day which the Saint after whom one is called, is honored as well as oneself.	1. Records-E.D. Media Center 598-Glorious Italy 790-Songs Children Sing-Italy 1046-The Italian Dances 918-Songs of Sunny Italy
2. To develop in children an understanding and appreciation of Italy.	2. Listen to an Italian child or resource person.	2. Make a presepi (toy pageant of the Nativity). Read and discuss tradition of Befava (ferry godmother who brings gifts) on January 6.	2. Names and addresses of resource persons a) parents-exchange students b) Community people (Italian priest)
		3. Carnival festivities before Lent.	3. Realia a) Presepi (AV dept or Italian family) b) Statue of Befana c) Doll (13½") in nat'l dress--Postera
		4. Discuss Grape Festivals-oral reports.	
		5. Make folder on sports activities. (horse race at Sienna) or Palia--Soccer	
		6. Discuss Vatican City	

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Week V--Religion and Holidays

Objectives	Motivation	Activitites	Resources	Bibliography
		7. Field Trip-San Francisoo Church and Museum (Boston Blvd & Oakman)		1. The Land of the Italian People-Frances Winwar Lippincott Co 1961
		8. Bulletin Board display.		2. Understanding Italy-Marion Gartler Laidlaw Bros. 1962
		9. Arrangement of note and scrap book with pictures, drawings, etc.		3. The First Book of Italy-Lili Rethi Franklin Watts, Inc. 1958.

Objectives	Motivations	Activities	Resources
. To develop an appreciation fo Italian food. . To show children the variety of Italian food and compare with their own. . To observe Italian food being prepared and have pupils prepare some on their own.	1. Display pictures of Italian food (prepared food, growing and in stores). 2. Serve Italian food such as pizza, canneloni or confections.	1. Field Trips a) Naples Bakery between 7 & 8 mi. on Gratiot b) Giglio or Lombardi (lo mi) supermarket. c) Prince Macaroni M-97 2. Italian parent come in and prepare Italian food. 3. Menu planning an entire meal. 4. Make a cookbook. 5. Oral reports of cooking experiences at home. (tape recorded) 6. Interviews by pupils of chefs and bakers.	1. Italian parent (cook) or exchange student. 2. Menus from Italian Restaurants . 3. Posters of food. 4. Italian Community Center (Frazho & I-94) 5. Bonaldi's (8 mi-Kelly) 6. Giglio-Gratiot and STate Fair.

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Week VII-Italians, Past and Present

Objectives	Activities	
1. Students will study famous Italians of the past.	1. Select one of the following famous Italians and give an oral report and illustrate; if possible. Galilie Galileo (1564-1642)-astronomer Guiseppe Baribaldi (1807-1882)-patriot Nicolo Amati (1596-1684)-violin maker Benvenuto Cellini (1500-1571)-artist Amelita Galli-Curci (1889-?)-singer Gughelmo Marconi (1874-1937)-invented wireless Gabriele d' Annunzio (1864-1938)-poet Cristoforo Colombo (1446-1512)-explorer Giovanni Boccaccio (1313-1375)-writer Alighieri Dante (1265-1321)-writer	1. Records 2. Illustrations

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		Activities
		Enrico Fermi (1901-???) physicist Enrico Caruso (1873-1921)-singer
2. Students will study contemporary Italians.	1.	Look up life of Judge Joseph Sirica (Watergate judge) Joseph Alioto, present mayor of San Fransisco Fiorello La Guardia, past mayor of New York City, now deceased.
	2.	Interview Thomas Guastello, state senator Anthony Sanfemio, Councilman in East Detroit. Gilbert di Nello, State Representative from E?D. Francis Castellucci, Probate Judge, Macomb County Frank Jeannette, Macomb Count Judge Frank Angelo, Editor of Detroit Free Press

Activities

Larry Carino, Manager of TV Channel 2

Victor Caputo, newsman on TV Channel 4

Aldo Ceccato, conductor of Detroit, Symphany Orchestra

Emil Ciccoretti, principal of Kantner School, East Detroit.

Week VIII--Culmination-----Festa Italiana

Objectives	Activities	Resources
1. Bring together all activities in the unit.	1. Dress in costumes of Italy.	1. Parents and grandparents of children in class.
2. Provide participation and pleasure to students.	2. Cook Italian food.	2. Refer to Italian Cultural Center for help in learning to play bocci or soccer.
	3. Sing Italian songs.	
	4. Dance Italian dances.	
	5. Present Italian play.	
	6. Do demonstration for school.	
	7. Play Italian games.	
	8. Dispaly Italian crafts.	
	9. Act out mock Italian wedding.	
	10. Invite resource people and parents as guests.	